

Responding in your Reading Log

As you read, write your personal response in your reading log. State your feelings, thoughts, reactions, and questions about situations, ideas, actions, characters, settings, symbols, plot, theme, and any other elements of the book. You can't be wrong in your responses, so take some risks and be honest. Write about what you like or dislike, what seems confusing or unusual to you. Tell what you think something means. Make predictions about what might happen later. Relate your personal experiences which connect with the plot, characters, or setting. Don't just summarize the plot. Let me hear your voice.

1. I wonder what this means...
2. I really don't understand this part...
3. I really like/dislike this idea because...
4. This character reminds me of somebody I know because...
5. This character reminds me of myself because...
6. This character is like (name of character) in (title of book) because...
7. I think this setting is important because...
8. This scene reminds me of a similar scene in (title of book) because...
9. I like/dislike this writing because....
10. This part is very realistic/unrealistic because....
11. I think the relationship between _____ and _____ is interesting because...
12. This section makes me think about, because...
13. I like/dislike (name of character) because...
14. This situation reminds me of a similar situation in my own life. It happened when...
15. The character I most admire is _____ because...
16. If I were (name of character) at this point, I would...

Another list I have....

These are guidelines for you to use. Remember your response journal is a place to record your reactions and questions, not a place to simply summarize what you've read. Sometimes a summary will be necessary to get your point across.

1. What you like or disliked and why
2. What you wish had happened
3. What you wish the author had included
4. Your opinion of the characters
5. Your opinion of the illustrations, table, and figures
6. What you felt as you read
7. What you noticed about how you read
8. Questions you have after reading

More ideas:

After reading a certain section ask yourself the following questions:

- 1.How did this section of my book make me feel?
- 2.Did it remind me of anything that has happened in my life?
- 3.Did I learn anything from it? Can I take anything from it to improve myself?
- 4.Can I make any predictions on what may happen next? Why do I think these things will happen? What details in the section support my prediction.

After you have asked yourself these questions, decide which would make the best entry from your response journal. You may certainly use other ideas of your own. Just make sure you include more than just a summary of what is happening. Support your summaries with what you are feeling as you read your book. Doing this will help you get the MOST from your book.

Sample Sentence Starter:

I began to think of...

I love the way...

I can't believe...

I wonder why...

I noticed...

I think....

If I were...

I'm not sure...

My favorite character is...and why...

I like the way the author...

When I don't know a work I...

I felt sad when...

I wish that...

This made me think of...

I was surprised...

It seems like...

I'm not sure....

Some of the illustrations...

This story teaches...

I began to think of...

These suggestions are wonderful from the SSRT4BW book, but they work really well with books the children read during GR time too.

Self-Selected Reading the Four Blocks Way pages 59-61

Invite children to discuss the books we are reading aloud to them. Here are some prompts suggested in the SSRT4BW book:

- What did you think about the story?
- What did you like best about this book?
- What was your favorite part of the book?
- What was the most important thing you learned about _____?
- What was the most interesting thing you learned about _____ (about the topic)?
- What else would you like to know about _____ (give the topic)?

- Invite them to make predictions. What do you think George will next? Don't forget to talk about whether their predictions were confirmed or disproved.

- Invite children to make connections to other books. Do you remember another story we read about _____? How are the stories alike? How were they different?

- Invite children to make personal connections. Have you ever had to make a really difficult decision like the character in this book?

- Ask children about character attributes:
 - How would you describe _____?
 - What do you think made _____ behave that way?
 - How would you describe _____ at the beginning of the book? ...at the end of the book? What do you think makes _____ tick?

When children make comments about books, make sure you follow up their comments by asking questions, such as, "What made you think of that? What clues did the author give to make you think that?"

Guided Reading the Four Blocks Way

Chapter 14 Writing and Drawing Before, During and After Reading

Anticipation / Prediction (Before and After Reading)

- Generate a list of predictions

I wonder...

I wonder why...

I wonder how...

Summarizing / Concluding (Before and After Reading)

- Write summaries
- Write retellings
- Complete KWLs, and other graphic organizers
- Summary Frames

Frogs are very interesting animals. Frogs have _____. Frogs eat _____. Frogs live in _____. The most fascinating thing about frogs is _____.

Although I already know that frogs _____. I learned that _____. I also learned that _____. Another fact I learned was _____. However, the most interesting thing I learned was _____.

Frogs and toads are alike in many ways. First, they both _____. Second, they _____. They also both _____. Frogs and toads are also different in some ways. Frogs _____. Toads _____. Frogs _____. Toads _____. Frogs and toads are more alike than different.

Questioning / Monitoring (During reading)

- Give the students sticky notes to place in the reading where they have questions, or where they notice that this is a confusing part or word.
- Fix It strategies are used when the children are monitoring their meaning.

Inferring / Imaging